San José State University
College of Social Sciences/Psychology Department
PSYC 160, Clinical Psychology, Section 2, Fall 2016

Course and Contact Information

Instructor: Lisa Tobin, Ph.D.
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Office Hours: Mondays, 5:15pm - 6:00pm (CLARK) and 8:45pm - 9:00pm (CLASS)
Class Days/Time: Mondays, 6:00pm – 8:45pm
Classroom: Sweeney Hall, Room 413
Prerequisites: PSYC 001

Course Format Lecture

Faculty Web Page and MYSJSU Messaging:
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description

From catalog: Survey of clinical psychology as profession and the role of the clinical psychologist as therapist, diagnostician, administrator, scientist and agent of individual and social change.

This course is designed to introduce you to the field of clinical psychology. Over this semester we will discuss the historical background and development of the field, the major tasks of a clinical psychologist, basic application of practice to special populations, and current areas of contention within the field.

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:

1. CLO 1: understand the historical context of clinical psychology and development of the profession’s current role in the health care field.
2. CLO 2: have a basic familiarity with the major models used in the assessment, classification and treatment of psychological problems.
3. CLO 3: have a basic familiarity with the major issues in the field of clinical psychology, including cultural considerations in assessment and treatment, the scientific and ethical accountability of clinical practice, and the impact of technology and managed care.

Required Texts/Readings (Required)

Textbook

Other Readings
There will be additional reading(s) each week, typically a topical article or a segment from the DSM-5, and these are outlined in the course schedule below. Copies will be posted on Canvas.

Canvas:
This course is on Canvas. To get there, go to http://my.sjsu.edu/students/index.html
The login is your SJSUOne name and the password is your SJSUOne password.

All of the material shown on the powerpoint during lectures will be available on Canvas just prior to class. This will not be a sufficient substitute for coming to class, as these powerpoints are simply outlines of the material in your text, and I will be elaborating during the lectures.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me.

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Reading
There is a lot of reading for this class, typically 1-2 chapters from the text each week and an additional research article(s) or a chapter from the DSM-5. In addition, you will need to seek out and read relevant research articles for your final paper as the course progresses. If you are in this class, I imagine you are entertaining thoughts of graduate studies, where significantly more reading is to be expected. Your ability to keep up with the reading will improve your retention of the lecture material and, theoretically, your scores on the quizzes and exams.

Quizzes
Each week’s topic area will have an online quiz due before class on the date when the topic is presented. This is to ensure you will have read the material before class and to keep you ahead of the lecture material. Quizzes are multiple choice, are based on the assigned readings, and should be completed ON YOUR OWN (see discussion of academic integrity below). Each quiz is worth 10 points, and your highest EIGHT quiz scores for the semester will be used for your final grade. You will have 15 minutes to complete the quiz. The quizzes are designed to be difficult enough such that you will need to have read and digested the material ahead of time in
order to answer properly within the limited timeframe. There is a quiz available for each of the remaining lectures this semester, with the exception of those days we are having an in-class exam; any quiz not completed by the deadline PRIOR to class will be given a zero. Canvas details the readings each quiz covers, but generally speaking, the quiz covers whatever reading is due that day.

Exams

There will be three exams. The exams will cover readings from the text, any additional readings assigned and class lectures. The exams will be multiple choice format and will have 40 questions each. You will need a scantron (Form 882-E) for each exam. The two exams given during the semester will be taken during the last 60 minutes of the lecture period. The final will occur during finals week. You will be allotted 75 minutes, but starting at 5:15 per the published finals schedule. The final will cover all reading and lectures from the date of the most recent exam (ie, not cumulative). Yes, there will be study guides.

Please let me know if you must miss an exam, with a written excuse from your doctor or coach.

Papers

There will be two paper assignments in this class. The first paper will be a short (2-3 pages) description of your interest(s) in your chosen field and your short- and long-term career goals. This will be due the third lecture of the semester and is worth 40 points (10% of your grade). The purpose of this paper is to focus your thinking about your own career priorities and give me some information about the interests of this class as a whole so that I may adjust the lecture material accordingly. It will also allow me to identify anyone experiencing significant writing difficulties and provide the appropriate referrals and support.

The second paper will be a longer (6-10 pages) literature review and analysis of one of the five topics below. For whichever topic you choose, you will need to write about the historical background of the issue, the current state of affairs, ethical considerations, YOUR analysis of the situation and directions for future research/training/program development. The purpose of this paper is to prompt a more in depth understanding of one of these issues than may be provided in class and to develop the literature review/analysis skills that will become crucial if you decide to pursue graduate school. This will be due towards the end of the semester and is worth 160 points (40% of your grade).

Late papers are dropped one full grade per day until the paper is turned in.

Topic choices:

1. -Prescription Privileges for Psychologists
2. -Role of Psychologists in Managed Care
3. -Use of Manual-Based Therapies
4. -Use of Cyber-therapy
5. -Cultural Competence for Psychologists
Online Submissions

You must turn in your papers to the online upload on Canvas. This is system designed to detect plagiarism. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can make needed corrections and turn in a final copy before the deadline. Once the deadline has passed, the last version uploaded will be your final paper.

Attendance

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” In other words, I will not keep track of attendance, nor will I grade you on the same. However, your grade may suffer if you miss class because you will miss material that may be included on the exam. If you must miss a class, I recommend you contact a fellow student to get the notes.

Grading Information

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Quiz results are immediately available. Exam results are posted on Canvas within a few days. Turnaround for papers varies, but no more than two weeks.

In general, half of your grade will be based on your papers (writing skills) and half of your grade will be based on your quizzes/examinations (test taking skills). Point break downs are as follows:

Papers:
Career Paper- 40 points
Final Paper- 160 points
Total for writing skills: 200 points

Tests:
Quizzes- 80 points (10 points each x 8 = 80)
Midterm1- 40 points
Midterm2- 40 points
Final- 40 points
Total for test taking skills: 200 points

Please note there will be no participation grading, no “group projects” and no extra credit for this course. The closest you have to extra credit is to take ALL of the available quizzes, maximizing your chances of having eight good quiz scores at the end of the semester. This will have the added effect of keeping you on top of the material throughout the semester, boosting your chance of good performance on the exams.

If you are struggling in this class, make an appointment with me WELL BEFORE the end of the semester.
Classroom Protocol

The classroom is a professional environment. To maintain an atmosphere where I can teach and you can learn please abide by the following:

- Turn off your phone at the start of class and leave it off while you are in the classroom. If you are texting, updating or otherwise using your device in class, your iPhone will be myPhone for the remainder of the evening.

- Please do not sleep in class or you will be asked to leave.

- You may use a laptop in class. However, I expect your use of this device to be professional and courteous. If you are watching videos, updating, messaging, etc. instead of taking notes, you are wasting your time in class and distracting your peers. Please stay home.

- Please keep all communications with myself and your peers courteous and professional. Many of the topics in this class may have personal significance to some students. Please be respectful of the thoughts, opinions and experiences of others.

- This class is intended to be an educational experience, not a therapeutic experience. If you choose to share personal information, please be mindful of this important difference. Although I am unable to guarantee complete confidentiality when information is shared in the classroom, ALL participants in this class are expected to be respectful of the privacy of others who share personal information in the classroom context.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. This is also professional common courtesy. Therefore:

- You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
  - If you need an accommodation that involves recording my lectures, please send me an email indicating your needs.
  - In classes where active participation of students may be on the recording (such as small group exercises), my preference is to NOT have those interactions recorded for privacy reasons.
Information shared within small group exercises will not be on the test, unless it is included in the more formal lecture as well.

- Because of my work, I am VERY protective of my privacy. If my image or lecture winds up on YouTube or some such public domain, I will be very unhappy.

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. Submitting work simultaneously in two courses without prior approval by both course instructors or by the department policies of both departments constitutes cheating, as indicated in Section 1.1.3 of the above University Academic Integrity Policy.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

**Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center:

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

PSYC 160, Section 2, Fall 2016 Course Schedule:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>08/29/2016</td>
<td>Introduction to PSYC 160 and field of Clinical Psychology</td>
<td>Ch.1 &amp; 2 Pomerantz</td>
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<td></td>
<td>The Evolution of Clinical Psychology</td>
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<td>Date</td>
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<td>Chapters and Readings</td>
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| 09/19/2016 | Ethical Issues in Clinical Psychology                | Ch. 5 Pomerantz  
|            |                                                      | Career Paper Due                                                                      |             |
| 09/26/2016 | Research in Clinical Psychology                      | Ch. 6 Pomerantz  
| 10/03/2016 | Diagnosis and Classification of Mental Disorders     | Ch. 7 Pomerantz  
American Psychiatric Association (2013) Diagnostic and Statistical Manual of Mental Disorders | Midterm #1  |
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<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Quiz</th>
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<tr>
<td>10/10/2016</td>
<td>Clinical Interviewing</td>
<td>Ch. 8 Pomerantz</td>
<td>Quiz</td>
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<td>10/17/2016</td>
<td>Assessment: Intellectual and Neuropsychological</td>
<td>Ch. 9 Pomerantz</td>
<td>Quiz</td>
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<td>10/24/2016</td>
<td>Assessment: Personality and Behavioral</td>
<td>Ch. 10 Pomerantz</td>
<td>Quiz</td>
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<td>10/31/2016</td>
<td>Psychotherapy: General Issues, Psychodynamic Psychotherapy</td>
<td>Ch. 11 &amp; 12 Pomerantz</td>
<td>Quiz</td>
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<td>11/07/2016</td>
<td>Midterm #2</td>
<td>Ch. 13</td>
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<td>11/14/2016</td>
<td>Quiz</td>
<td>Ch. 14 &amp; 15</td>
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<td>Mindfulness and Mental Health Among African American College Students. Complementary Health Practice Review, 14(3): 115-127</td>
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<td>11/21/2016</td>
<td>Quiz</td>
<td>Ch. 16</td>
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<td>Change Processes in Family Therapy with Hispanic Adolescents, Hispanic Journal of Behavioral Sciences, 24(4): 505-519</td>
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<td>11/28/2016</td>
<td>Quiz</td>
<td>Ch. 17</td>
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<td>Adolescent Involvement in Discipline Decision Making, Behavior Modification, 28(3): 420-437</td>
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<td>12/5/2016</td>
<td>Quiz</td>
<td>Ch. 18 &amp; 19</td>
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<td>Also: Vanderhoff, H., Jeglic, E. and Donovick, P. (2011)</td>
<td>Pomerantz</td>
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<td></td>
<td>Neuropsychological</td>
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<td>12/12/2016</td>
<td>CLASS CANCELLED</td>
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<tr>
<td>12/19/2016</td>
<td>Final Exam</td>
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